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ABSTRACT

An evaluation of the foreign language programs of the Des Moines (Iowa) Public Schools is presented. It is divided into six ares: (1) Introduction; (2) Context Evaluation; (3) Input Evaluation; (4) Process Evaluation; (5) Product Evaluation; and (6) the Future. Sections include: a statement of program mission and philosophy; notes on the context of the evaluation (state policies, standards, and regulations, and national goals; program structure; enrollment highlights; status of a new two-way interactive audio and video system in the district; staffing needs and enrollment influences; reasons for which students should study languages; goals of foreign language study; program goals; and program development landmarks since 1985-86); program input (income, expenditures, instructional materials use and cycles, and equipment); process factors (work flow, inservice and staff development sessions, and professional meetings attended by language teachers); product factors (district French and Spanish test results; adherence to standards and regulations; awards and honors received in foreign languages; results of a high school senior survey; observations of the language arts supervisor; and program strengths and weaknesses); and plans for the future. Appended materials include data on foreign language enrollments and an equipment inventory. (MSE)

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FOREIGN LANGUAGE
K-12

PROGRAM EVALUATION
1995-96

June 18, 1996

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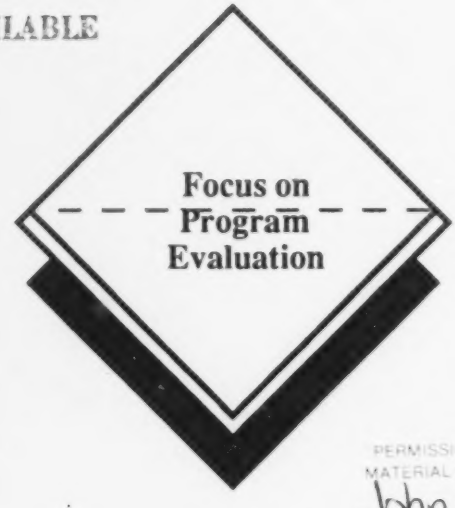

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FOREIGN LANGUAGE
PROGRAM EVALUATION ABSTRACT

This evaluation gathers, focuses, and communicates that information most essential for monitoring the quality of the foreign language program. The evaluation is divided into six areas: (1) Introduction, (2) Context Evaluation, (3) Input Evaluation, (4) Process Evaluation, (5) Product Evaluation, and (6) The Future.

Foreign language is offered at one elementary school--Edmunds. An introductory foreign language course is a spoke of the seventh grade wheel. French I or Spanish I may be taken in eighth grade. The high schools offer eight foreign languages--Chinese, French, German, Italian, Japanese, Latin, Russian, and Spanish.

The primary budget expense is $1,614,830 for the salaries and benefits of 38 foreign language teachers.

Foreign language instruction should enable all students to achieve maximum growth in the target language in listening and comprehending, speaking, reading, writing, communicating, and thinking in that foreign language. The task of teaching and learning support services is to enable teachers to teach so that students learn these skills and arts of the foreign language. Support personnel can best do this by teaching, motivating, and supporting teachers. Specifically, support services should do the following:

- Help teachers develop philosophy, goals, objectives, and curriculum.
- Help teachers select textbooks and teaching materials.
- Challenge teachers with new methods and ideas.
- Encourage, support, and enable teachers to do their best.

During the 1996-97 school year, work will begin on revising the curriculum and selecting new materials for French I-II.

The three critical foreign language needs are quality teachers, excellent instructional materials, and technology.

First, the human resource need is the quality teacher. The most critical need, the quintessential factor, in teaching for learning is the master teacher. The teacher, determining over 95% of what happens in the classroom, is the key to a quality, effective educational program. We must continue to hire, encourage, reward, rejuvenate, support, and enable quality foreign language teachers.

The one equipment need is additional technology. Increasingly, foreign language instructional materials need to be accessed through audiovisual technology--computers, cassette players, VCRs, and, one day, holographic projectors.

A copy of the complete report is available upon request from the Department of School Improvement, Des Moines Public Schools, 1800 Grand Avenue, Des Moines, Iowa 50309-3399. Telephone: 515-242-7884. All evaluation reports are submitted to the Educational Resources Information Center (ERIC) and Educational Research Services (ERS).

FOREIGN LANGUAGE K-12

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June 18, 1996

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DISTRICT MISSION STATEMENT

DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT
DES MOINES, IOWA

"THE DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT WILL PROVIDE A QUALITY EDUCATIONAL PROGRAM TO A DIVERSE COMMUNITY OF STUDENTS WHERE ALL ARE EXPECTED TO LEARN."

THE TEACHING OF FOREIGN LANGUAGES

PHILOSOPHY

The growth of global communication and transportation systems has increased multilingual and multicultural exposure through business, economics, political, and personal contact in American society. The Foreign Language Department of the Des Moines Independent Community School District recognizes its responsibility to meet the demands of this growth.

Foreign language study assists the student in developing a progressive, functional proficiency of the target language in the areas of listening, speaking, reading, and writing. These language skills establish a foundation for the development of further international understanding through the comprehension and appreciation of other cultures.

CONTEXT EVALUATION

Governing Policies, Standards, and Regulations

STATE OF IOWA STANDARDS (July, 1989):

FOREIGN LANGUAGE

12.5(5h) High school program, grades 9-12 (4 units).

The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. Foreign language instruction shall include listening comprehension appropriate to the level of instruction; rateable oral proficiency; reading comprehension appropriate to the level of instruction; writing proficiency appropriate to the level of instruction and cultural awareness.

All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the Department of Education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board. The board must document that a certificated teacher was employed and assigned a schedule that would have allowed students to enroll, that the class was properly scheduled, that students were aware of the course offerings, and that no students enrolled.

NATIONAL EDUCATIONAL GOALS:

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, American students will leave grades four, eight and twelve having demonstrated competency over challenging subject matter including English, mathematics, science, history, geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.

An objective of Goal 3 reads, "The percentage of students who are competent in more than one language will substantially increase." The foreign language enrollment of the District has increased from 13% of the students in grades 8-12 in 1983 to 23% in 1985 to 33% in 1990 to 41% in 1991 to 42% in 1995.

FOREIGN LANGUAGE PROGRAM OVERVIEW

Elementary
Edmunds Academy of Fine Arts
Spanish K-5

Spanish is taught at Edmunds Fine Arts Academy to kindergarten through fifth grade students. A sequential curriculum with objectives, activities, and materials for each grade level is followed. Cultural appreciation for Spanish customs is integrated into the lessons. Basic vocabulary, enrichment, and reinforcement through Spanish of appropriate basic skills being taught in other classes is also stressed.

	Class length in Minutes	Class per Week	Total Minutes per Week	1995-96 Participants
Kindergarten*	20	1	20	24
Grade 1	25	2	50	57
Grade 2	25	2	50	48
Grade 3	44	2	88	59
Grade 4	2-45/1-55	3	145	62
Grade 5	2-45/1-55	3	145	60
			TOTAL	**310**

*Full-day kindergarten only.

FOREIGN LANGUAGE PROGRAM OVERVIEW

Middle School
Exploring Foreign Language--French and Spanish
Grade 7

Exploring foreign language is part of the seventh grade "Wheel." Students are to spend 4 1/2 weeks on French and 4 1/2 weeks on Spanish. This is a brief introduction to the language--its history, people, culture, and vocabulary.

Level	Time Allotment	Title/Description	Textbook(s)/Curriculum Materials
Grade 7	215 minutes per week 9 weeks	"Exploring Foreign Language - French and Spanish: An introduction to these languages, their syntax and cultures. Introduces the student to the nature of foreign language study. (Time allotment is divided - 4 1/2 weeks on French, 4 1/2 weeks on Spanish.)	"Exploring Foreign Language Guide," Des Moines Public Schools, 1983. "Exploring Foreign Language Guide," with Total Physical Response supplement, Des Moines Public Schools, 1990.

Middle School
Grade 8
1995-96

	French I	Spanish I
Brody	**2 classes**	**2 classes**
Callanan	**1 class**	**2 classes**
Goodrell	**0**	**2 classes**
Harding	**0**	**3 classes**
Hiatt	**1 class**	**1 class**
Hoyt	**0**	**1 class**
McCombs	**1 class**	**0**
Meredith	**2 classes**	**2 classes**
Merrill	**1 class**	**3 classes**
Weeks	**1 class**	**2 classes**

(See Appendix A, p. 33, for specific enrollment figures.)

HIGH SCHOOL

CHINESE

Level	Weekly/Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	500 minutes 36 weeks	Chinese I-II: Introduces students to the Chinese language and various Chinese cultures. Emphasis is placed on the development of listening and speaking skills, but reading and writing are also stressed. Chinese characters are introduced early on to provide the necessary foundation for later work on reading and writing skills. Much of the work is done on computers. Students, with teachers guidance, co-author several lessons using computers, thus allowing each student to learn about subjects of personal interest.	Practical Chinese Reader, Hong Kong Edition, Vol. I, Commercial Press, 1988. Practical Chinese Character Exercise Book, Hong Kong Edition, Vol. I, Commercial Press, 1988. Practical Chinese Reader II, Hong Kong Edition, Vol. I, Commercial Press, 1990. Beijing Language Institute, New Chinese 300, U. S. Edition, Cheng & Tsui Publishers, 1990.
Grades 11-12	500 minutes 36 weeks	Chinese III-IV: Takes up where Chinese II leaves off. Students continue to use computers for word processing and to improve their writing as well as other interactive programs using digitized speech and animation to develop the listening, speaking, and reading skills.	Teacher developed.

FRENCH

Level	Weekly/Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 8-12	8: 215 minutes 36 weeks 9-12 250 min. 36 weeks	French I: French language and culture introduction. Practical conversation vocabulary and basic grammatical structures.	Valette, French for Mastery, Level I, D. C. Heath, 1988.
Grades 9-12	250 minutes 36 weeks	French II: Expands French I skills. Spoken language comprehension and appreciation of different cultures.	Valette, French for Mastery, Level II, D. C. Heath, 1990.
Grades 10-12	250 minutes 36 weeks	French III: Proficiency in both language and culture.	Valdman, Promenades et Perspectives, Level 3, Scott, Foresman, 1987. Levno, Rencontres Culturelles, National Textbook Company, 1985.
Grades 11-12	250 minutes 36 weeks	French IV: Conversational skills stressed, literary works read in French, culture and literary heritage studied.	Palmer, Le Passe Vivant de la France, National, 1977. Palmer, De la Révolution à Nos Jours, National, 1987. Cauvin, Panaché Littéraire, Harper & Row, 1978. Oudot, Guide to Correspondence in French, National, 1985.
Grade 12	250 minutes 36 weeks	French V: Thinking and speaking in French, advanced grammar, contemporary literature, correct expression and pronunciation. (May be an Advanced Placement class, depending on school and enrollment.)	Ionesco, La Cantatrice Chauve, Suivie de la Lecon, Western Continental, 1954. Brunel, Histoire de la Litterature Francaise, Vols. I & II, National, 1977. Blume, Cours Superieur, Amsco, 1971.

GERMAN

Level	Weekly/Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	500 minutes 36 weeks	German I-II: An intense course in German language and culture.	Kraft, Deutsch Aktuell I, Third Edition, EMC Publishing, 1995. Kraft, Deutsch Aktuell II, Third Edition, EMC Publishing, 1995.
Grades 10-12	500 minutes 36 weeks	German III-IV: A refinement and extension of concepts and skills in German I-II.	Deutsch Aktuell III, Second Edition, EMC Publishing, 1993.
Grades 11-12	250 minutes 36 weeks	German V: Reviews, refines, and builds on concepts and skills developed in German I-IV.	

ITALIAN

Level	Weekly/Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	500 minutes 36 weeks	Italian I-II: Oral communication emphasis. Italian culture, geography, and history also included.	Mcfie, Primavera: An Introduction to Italian, Holt, 1983. Lebano & Baldini, Buon Giorno A Tutti!, Wiley & Sons, 1989.
Grades 10-12	500 minutes 36 weeks	Italian III-IV: A refinement and extension of the elements of Italian I-II.	Kozma, Carosello: A Cultural Reader, Holt, Rinehart, Winston, 1982. Lazzarino, Da Capo: A Review Grammar, Holt, Rinehart, Winston, 1987.
Grades 11-12	250 minutes 36 weeks	Italian V: Reviews, refines, and builds on concepts and skills developed in Italian I-IV.	

JAPANESE

Level	Weekly/Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	500 minutes 36 weeks	Japanese I-II: An introduction to the Japanese writing system, grammar, conversation, and culture.	Sato, Japanese Now, Vol. 1, University of Hawaii Press, 1982. Mizutani, An Introduction to Modern Japanese, Kinokuniya Bookstores of Japan Center.
Grades 10-12	500 minutes 36 weeks	Japanese III-IV: Builds on concepts and skills developed in Japanese I-II. Emphasis on increasing vocabulary.	Sato, Japanese Now, Vol. II, University of Hawaii Press, 1983.
Grades 11-12	250 minutes 36 weeks	Japanese V: Reviews, refines, and builds on concepts and skills developed in Japanese I-IV.	

LATIN

Level	Weekly/Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	250 minutes 36 weeks	Latin I. Introduces the Latin Language and the Roman culture.	Hines, Our Latin Heritage, Book I, Harcourt Brace Jovanovich, 1981.
Grades 10-12	250 minutes 36 weeks	Latin II: Vocabulary, grammar, and translation skills continued and expanded. Second course in sequence.	Hines, Our Latin Heritage, Book II, Harcourt Brace Jovanovich, 1981.
Grades 11-12	250 minutes 36 weeks	Latin III: Third course in sequence. Advanced emphasis on vocabulary, grammar, and translation skills. Additional emphasis on history and culture.	Hines, Our Latin Heritage, Book III, Harcourt Brace Jovanovich, 1981.

RUSSIAN

Level	Weekly/Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 9-12	500 minutes 36 weeks	Russian I-II: An intense course that stresses speaking, reading, writing, and listening in Russian.	Clark, Russian, Third Edition, Harper & Row, 1983. Amery, The First Thousand Words in Russian, Usborne Publishing, 1983. Patrick, Six Soviet One-Act Plays, National Textbook Company, 1963. Vasilevna, How Many Holidays in a Year, Kamkin, 1984.
Grades 10-12	500 minutes 36 weeks	Russian III-IV: A continuation, refinement, and extension of Russian I-II concepts and skills.	

SPANISH

Level	Weekly/Time Allotment	Title/Description	Instructional/Curriculum Materials
Grades 8-12	8: 215 minutes 36 weeks 9-12: 250 min. 36 weeks	Spanish I: Introduction to language and culture. Listening, speaking, reading, and writing in Spanish.	Valette, Spanish for Mastery, Level I, D. C. Heath, 1989.
Grades 9-12	250 minutes 36 weeks	Spanish II: Grammar to comprehend spoken and written language.	Valette, Spanish for Mastery, Level II, D. C. Heath, 1989.
Grades 10-12	250 minutes 36 weeks	Spanish III: Practice for mastery in all skill areas. Third course in sequence.	Valette, Spanish for Mastery, Level III, D. C. Heath, 1988. (III, IV) Ramboz, Spanish Verbs and Essentials of Grammar, National, 1983. (III) de Roussy de Sales, Spanish Verb Drills, National, 1977. (III) Schmidt, Schaum's Spanish Vocabulary, McGraw-Hill, 1985. (III, IV, V)
Grades 11-12	250 minutes 36 weeks	Spanish IV: Fourth course in sequence. Conversational skills stressed, literary works read in Spanish. Culture and literary heritage studied.	Jarest & Robinson, Ahora, Leamos, Heinle & Heinle, 1986. (IV, V) Fernandez & Garcia, Que hay de nuevo, D. C. Heath, 1985. (IV, V)
Grades 12	250 minutes 36 weeks	Spanish V: Fifth course in sequence. Thinking and speaking in Spanish. Advanced grammar, contemporary literature, correct expression and pronunciation emphasized. (May be an Advanced Placement class, depending on school and enrollment.)	Jackson, Guide to Correspondence in Spanish, National, 1986. (IV, V) Nassi, Workbook in Spanish, 3 Years, Amsco, 1966. (V)

FOREIGN LANGUAGE ENROLLMENT HIGHLIGHTS

In 1959, Latin was taken by 802 students. Today, Latin is taken by 73 students. In 1959, Spanish was taken by 883 students. Today, Spanish is taken by 2740 students.

In 1977 and 1978, only 12 percent of the students in grades 8-12 took foreign language. By the fall of 1985, that had risen to 23 percent. In the fall of 1995, the foreign language enrollment percentage for grades 8-12 had risen to 42 percent.

In the middle schools, 540 students took foreign language in the fall of 1985. In the fall of 1995, that had risen to 627 students. That is an increase from 25 percent to 28 percent of the eighth grade students. French went from 336 to 188; Spanish went from 204 to 421 for those same years.

In the fall of 1986 at East, 164 took French. For the fall of 1995, this had dropped to 115. During those same years at East, Spanish soared from 167 to 497. During the same time at North, Spanish enrollment climbed from 52 to 354. At Roosevelt, French dropped from 349 to 188, while Spanish increased from 274 to 518.

In the fall of 1990, the high school foreign language enrollment was 2343. For the fall of 1995, that figure climbed to 3537. In the fall of 1990, 34 percent of students in high school took foreign language; that increased to 46 percent in the fall of 1995.

(See Appendix A, page 33, for specific enrollment figures.)

F.O.C.I.S. (Fiber Optic Communication and Instructional System)

The **F.O.C.I.S. (Fiber Optic Communication and Instructional System)**, in its seventh year of operation, was the first system of its kind in the United States.

F.O.C.I.S. is a digitally switched two-way interactive video and audio network that connects seven high school campuses. Its unique program application enables a teacher located at one of the campuses to instruct, as well as interact with, students in one or more of the other six schools. The students' ability to interact normally and spontaneously without having to manipulate buttons or telephones offers the same level of instruction as a traditional, self-contained class held at one site.

Currently, the foreign language classes offered on F.O.C.I.S. are Latin I and II. Latin I and II originate at Lincoln High School and are received at Roosevelt and North high schools. Discussion about offering Latin is currently taking place with Dowling.

Students taking classes on the system have performed as well as or better than students in self-contained classes. Part of this may be due to smaller class size, but the students tend to pay close attention to the T. V. The biggest concern of both teacher and students is the lack of human closeness.

The potential of the State Network system is enormous. Advanced classes in Spanish and French as well as Japanese, Russian, Chinese, German, Italian, and Latin could be made available to smaller districts. Within the district, this system could allow Spanish and French to be offered to a much larger middle or elementary school population. The ultimate potential and power of F.O.C.I.S. is unlimited.

FOREIGN LANGUAGE: STUDENT AND TEACHER NEEDS

1. A continuing need is qualified foreign language staff because of the increasing number of students taking foreign language.

   The foreign language enrollment continues to increase because of two main factors: (1) the university and college foreign language requirements, and (2) the additional elective opportunities provided to high school students by the seven-period day.

   In addition, society (education and the media) repeatedly admonishes students to prepare themselves for the international demands of the twenty-first century. Silently and purposefully, the students may be responding by taking more foreign language.

   And finally, the influence and impact of Spanish is growing in America.

2. Foreign language teachers need additional technology to access the growing number of high quality foreign language cassette and software programs.

THE REASONS FOR FOREIGN LANGUAGE STUDY

Students should take a foreign language for the following reasons:

1. To gain communication skills (reading, writing, speaking, listening, and understanding) in the language.
2. To meet college entrance requirements.
3. To become more global and marketable.
4. To achieve a higher intellectual awareness.
5. To appreciate, understand, and accept those who come from a different culture.
6. To learn to understand cultures and to respect the differences between cultures.
7. To become a more well-rounded and educated person.
8. To gain a broader appreciation of life.
9. To gain better understanding and communication skills.
10. To gain cultural abilities needed in our shrinking world.
11. To combat provincialism and increase the brain's synaptic connections.
12. To help the United States compete in a global economy.
13. To expand understanding of other cultures and languages, and in turn understand our own culture and language that much better.
14. To obtain a better job, especially in those areas where another language is helpful or required.
15. To compare our culture and lifestyles to another and learn to appreciate those similarities and differences. Ultimately, this could help bridge the gap that exists between cultures due to the massive immigration to the United States.
16. To compete in the job market against an increasing number of applicants who are multi-lingual.

THE GOALS OF FOREIGN LANGUAGE STUDY

Among the many foreign language goals, a foreign language class should help students do the following:

(1) Increase their range of communication. For example, if students speak English, they can communicate with over 437 million persons in the United States, Canada, Great Britain, and other English-speaking countries. If they also learn Spanish, they could speak to any of the 331 million Spanish-speaking people in Latin America, Spain, the United States, and other parts of the world.

(2) Gain knowledge of the customs and ways of life of other nations. While learning French, students discover out how the French live, behave, and think.

(3) Add to the students' knowledge of their own language. By studying Latin, students improve their understanding of many of the thousands of English words that came from Latin.

THE GOALS OF THE FOREIGN LANGUAGE PROGRAM

Foreign Language Program specific goals* are the following:

1. To enable students to achieve at a level of 70% or greater on district objectives-based tests.
2. To add a listening component to the objectives-based tests.
3. To provide every foreign language teacher a quality cassette player.
4. To provide every foreign language teacher a computer workstation.
5. To arrange a staff development trip for at least five teachers to the U. S. Army Defense Language Institute (D. L. I.) in Monterey, California, to see state-of-the-art use of instructional technology in the teaching of foreign language.
6. To meet or exceed state and district standards and regulations.
7. To advertise Latin on the fiber optic system to other districts.

*Footnote: The degree of accomplishment of each of these goals is covered in "Product Evaluation" and "The Future."

A DECADE OF MAJOR DEVELOPMENTS

1985-86

1. State of Iowa Foreign Language grants of $17,450 were coordinated and spent on equipment and supplies.

2. Italian was introduced at Central Campus.

1986-87

1. Curriculum objectives were revised for these courses:

   - French III, IV, V
   - German I, II, III, IV, V
   - Italian III, IV
   - Spanish III, IV, V

2. New materials were studied selected, and approved for these courses:

   - French III, IV, V
   - German I, II, III, IV, V
   - Italian III, IV
   - Spanish III, IV, V

3. State of Iowa Foreign Language grants of $14,140 were coordinated and spent on equipment and supplies.

4. The French I Objectives-Based Test was developed and piloted.

5. The French Articulation Committee was formed to help the transition from middle to high school.

6. A Foreign Language Marketing Committee was formed to develop a brochure on foreign language.

7. The Des Moines School District became a part of the University of Iowa's Critical Language Program. This program, funded by the Ford Foundation, is to recruit and develop teachers of Chinese, Japanese, and Russian for placement in Iowa high schools. (More detailed information on the University of Iowa's Critical Language Program is available from the Language Arts Supervisor.)

1987-88

1. Curriculum objectives were revised for these courses:

   - Japanese I-V
   - Spanish I-II
   - Russian I-V

2. New materials were studied, selected, and approved for Russian.

3. All French I students took the new French I Objectives-Based Test.

1988-89

1. Curriculum objectives were revised for French I-II.
2. New materials were studied, selected, and approved for French I.
3. The Spanish I Objectives-Based Test was developed and piloted.
4. Latin was introduced to Roosevelt from Lincoln through F.O.C.I.S. (the two-way interactive video.)

1989-90

1. Curriculum objectives were developed or revised for these courses:

   - Spanish I-II
   - Chinese I

2. New materials were studied, selected, and approved for these courses:

   - French II
   - Chinese I
   - Spanish I

3. All Spanish I students took the new Spanish I Objectives-Based Test.

1990-91

1. Curriculum objectives were revised or developed for these courses:

   - Chinese II
   - Japanese I, II, III, IV, V

2. New materials were studied, selected, and approved for Spanish II.
3. Chinese was introduced at Roosevelt.

1991-92

1. Curriculum objectives were developed or revised for these courses:

   - Italian I-V
   - Latin I-III
   - Chinese III

2. New materials were studied, selected, and approved for Italian.

1992-93

1. Curriculum objectives were revised for these courses:

   - French III, IV, V

2. New materials were implemented in Italian.

1993-94

1. Curriculum objectives were revised for these courses:

   - French III, IV, V
   - German III, IV, V
   - Spanish III, IV, V

1994-95

1. New instructional materials were implemented in these courses:

   - French III, IV, V
   - German III, IV, V
   - Spanish III, IV, V

2. French III, IV, V and Spanish III, IV, V teachers began integrating technology into their instruction on a regular basis.

3. Chinese moved from Roosevelt to Central Campus.

1995-96

1. Curriculum objectives will be revised for French I-II.

INPUT EVALUATION

EXPENDITURES

Budget and Sources of Revenue

Foreign language teachers are paid from the General Fund. The Instructional Materials Budget and the Staff Development Budget also help support foreign language.

Human Resource Expenditures **1995-96**

Elementary School:
1 Foreign Language Teacher
Salary: $20,900

Middle School:
8.5 Foreign Language Teachers
Salaries: $243,172
Average Salary: $ 28,608

High School:
28.5 Foreign Language Teachers
Salaries: $978,105
Average Salary: $ 34,319

Foreign Language Total:
38 Foreign Language Teachers
Salaries: $1,242,177
Benefits (30%) $ 372,653
Total $1,614,830

Enrollment

Elementary School Students (Edmunds)		310
Middle School Students (Grade 8)		627
Middle School Students (Grade 7	25%)	575
High School		3,537
Total Foreign Language Students (K-12)		5,049

Cost per Student $319.83 (Total Teacher cost divided by number of foreign language students)

Central Office Administration

Supervisor .5	$30,177
Secretary .25	4,440
Total:	$34,617

INSTRUCTIONAL MATERIALS IN USE AND EXPENSES
1984-1996

Course	Title	Copyright	Cost	Purchase Year
Chinese I	Practical Chinese Reader I	1990	$ 414	1990
	Practical Chinese Reader I (Traditional Characters)	1990	564	1991
Chinese II	Practical Chinese Reader II (Traditional Characters)	1990	466	1991
	New Chinese 300	1990	944	1991
French I	French for Mastery I	1988	29,377	1989
French II	French for Mastery II	1990	18,401	1990
French III	Promenades et Perspectives, Level 3	1987	4,207	1987
	Histoire de la Litterature Francaise, I	1977	1,337	1987
	Histoire de la Litterature Francaise, II	1977	1,337	1987
	Recontres Culturelles	1984	7,137	1987
	Learn to Speak French (CD ROM Disc)	1993	198	1994
	Berlitz Think and Talk French (CD ROM Disc)	1993	119	1994
	C'est la Vie	1992	1,430	1994
	Suivez la Piste	1971	814	1994
French IV	Pret a Lire	1980	3,632	1987
	LePasse Vivant de la France	1977	2,023	1987
	De la Revolution a nos Jours	1978	2,162	1987
	A la Rencontre de Philippe (Video Disc)	1992	1,180	1994
French V	Guide to Correspondence in French	1985	827	1987
	LaPetit Prince	1946	1,267	1987
	LaCantatrice	1954	664	1987
German I-II	Deutsch Aktuell I (Total Program)	1995	2,793	1994
	Deutsch Aktuell II (Total Program)	1991	2,097	1994
	German Easy Reader Series, A-D	1978	320	1987
	German-English/English-German Dictionary	1985	15	1987
German III-IV	Deutsch Aktuell III (Total Program)	1993	778	1994
Italian I-II	Primavera: An Introduction to Italian	1983	2,124	1985
	Boon Giorno A Tutti!	1989	2,577	1992
Italian III-IV	Da Capo: A Review Grammar	1987	462	1987
	Carosello: A Cultural Reader	1982	256	1987

INSTRUCTIONAL MATERIALS IN USE AND EXPENSES
1984-1996

Course	Title	Copyright	Cost	Purchase Year
Japanese I-II	Japanese Now, Vol. I	1982	450	1984
	Japanese Now, Vol. II	1983	200	1984
Japanese III-IV	An Introduction to Modern Japanese		1,498	1991
	Webster's New World Compact Japanese Dictionary	1983	59	1991
	EG. Word 4.1 (Japanese Software Program)	1989	499	1991
Latin I	Our Latin Heritage, I	1981	1,781	1985
Latin II	Our Latin Heritage, II	1981	1,279	1985
Latin III	Our Latin Heritage, III	1969	354	1984
Latin IV	Our Latin Heritage, IV	1987	59	1987
Russian I-II	Russian	1983	572	1988
	The First Thousand Words in Russian	1983	230	1988
Russian III-IV	Six Soviet One-Act Plays	1963	48	1988
	The Pocket Oxford Russian Dictionary	1981	99	1988
Spanish I	Spanish for Mastery, I	1989	37,410	1990
Spanish II	Spanish for Mastery, II	1989	20,328	1991
Spanish III-V	Spanish for Mastery, III	1988	13,843	1987
	Spanish Verbs and Essentials of Grammar	1983	1,214	1987
	Spanish Verb Drills	1977	1,717	1987
	Que Hay de Nuevo	1985	1,646	1987
	Guide to Correspondence in Spanish	1986	897	1987
	Ahora, Leamos	1986	1,987	1987
	Learn to Speak Spanish (CD ROM Disc)	1993	330	1994
	Berlitz Think and Talk, Spanish (CD ROM Disc)	1993	119	1994
	The Rosetta Stone 44, Spanish (CD ROM Disc)	1993	180	1994
	Spanish Conversation One and Two (Mac Disc)	1993	90	1994
	Spanish Transparent Language (Mac Disc)	1993	300	1994

Foreign Language
Instructional Materials Cycle

	Current Use	Future Use	Committee begins Fall of ---
Chinese	1990-1998	1998-2006	1996
French I	1989-1997	1997-2005	1995
French II	1990-1997	1997-2005	1995
French III, IV, V	1994-2002	2002-2010	2000
German	1994-2002	2002-2010	2000
Italian	1992-2000	2000-2008	1998
Japanese	1991-1999	1999-2007	1997
Latin	1992-2000	2000-2008	1998
Spanish I	1990-1998	1998-2006	1996
Spanish II	1991-1998	1998-2006	1996
Spanish III, IV, V	1994-2002	2002-2010	2000

(08/15/94)

Foreign Language Technology Equipment

Of the 38 foreign language teachers, 25 have a computer. Of these 25 with computers, 21 have printers and 5 have an LCD. Twenty-five have a television, 24 have a VCR, 1 has a laser disc player, and 33 have a cassette tape player.

(The complete technology inventory is in Appendix B, page 42.)

PROCESS EVALUATION

WORK-FLOW INFORMATION

Responsibility Statement:
The responsibility of the Language Arts Supervisor is to provide leadership, support, guidance, and encouragement for all elements of language arts so that both teaching and learning proceed as effectively and efficiently as possible in an atmosphere in which all students are expected to learn. The responsibility of the Instructional Support Services Coordinator is to coordinate and facilitate the workings of the curriculum subject area supervisors and facilitators.

Organizational Tasks:
The organizational tasks to be performed by the Language Arts Supervisor include planning, implementing, and evaluating language arts programs. Two other tasks are working with Human Resources to hire the best possible staff and interacting with various interested individuals--teachers, students, building administrators, concerned parents, and community members.

The organizational tasks of the Instructional Support Services Coordinator include coordinating general curriculum business, correspondence, and meetings; overseeing the instructional materials adoption cycle and budget; attending and writing minutes for the Teaching and Learning Cabinet; facilitating the School Board Advisory Committee; monitoring the Iowa Code 280.12 and 280.18 requirements and reporting procedures; and scheduling the program evaluation reports.

Organizational Relationships:
The Language Arts Supervisor reports to the Associate Superintendent for Teaching and Learning and the Executive Director of Middle and High School Programs. He supervises indirectly all middle and high school language arts teachers.

Objectives:

WEIGHT (%)		
30%	1.	Meet the organizational expectations of the Instructional Division by -- a. being visible and accessible to building and Central Office staff. b. focusing direction in the area of language arts. c. being involved in day-to-day experiences.
20%	2.	Support the missions and objectives of the middle and high schools and the goals of the district.
30%	3.	As Coordinator of Instructional Support Programs: (1) coordinate and facilitate general curriculum business, correspondence, and meetings; (2) oversee the instructional materials adoption cycle and budget; (3) facilitate the adoption of textbooks for nonpublic schools; (4) attend and write minutes for the Teaching and Learning Cabinet; (5) facilitate the School Board Advisory Committee; (6) monitor Iowa Code requirements 280.12 and 280.18; and (7) schedule program evaluation reports, and coordinate and direct the curriculum and test revision for the 70% Plan.
10%	4.	Coordinate and direct the materials selection for Dictionaries 6-12 and Spelling 6-8.
10%	5.	Design, implement, monitor, and evaluate a professional growth plan.

IN-SERVICE AND STAFF DEVELOPMENT SESSIONS

These foreign language in-service and workshop sessions on current foreign language issues were offered to the foreign language staff.

1985-86

The Teaching of Foreign Language

1986-87

The Master Teacher

1987-88

The ICONS Program (presented by Gerald Hollingsworth)

1988-89

French for Mastery, Level I (presented by Karen Ralston, D. C. Heath)
The Gravitas Factor

1989-90

Spanish for Mastery (presented by Karen Ralston, D. C. Heath)
French for Mastery, Level II (presented by Karen Ralston, D. C. Heath)
TPR-Total Physical Response (presented by Sue Marcucci)
Foreign Language in 2001

1990-91

Homework and Foreign Language (presented by Karen Ralston, D. C. Heath)
Cooperative Learning in Foreign Language (presented by Karen Ralston, D. C. Heath)
Total Physical Response: Theory and Practice (presented by Sue Marcucci)
Spanish/Guatemalan Journey (presented by Caroline Cowles)
For a Few Minutes More

1991-92

Foreign Language Exchange (presented by Caroline Cowles)
Foreign Language Oral Proficiency Testing (presented by Eunice Van Tuyl)
Video/Computer Teaching Techniques in Foreign Language (presented by Linn Morrill)
The Masters

IN-SERVICE AND STAFF DEVELOPMENT SESSIONS

1992-93

Teaching Foreign Language in the 21st Century (presented by Paul Hoekstra, Department of Education)

1993-94

Spanish I Objectives: How To Teach
Guatemala: Culture, Handicraft and People (presented by Bob White)
Use of Technology in the Foreign Language Class (presented by Pete Trotter)

1994-95

National Standards in Foreign Language (presented by Paul Hoekstra, Department of Education)
Using Technology To Teach Spanish III, IV, V (presented by Sue Swartz)
The Power of Perception

1995-96

Using the Internet in Foreign Language (presented by Paul Hoekstra, Department of Education)
Put the Byte into Spanish (presented by Gerald Hollingsworth)
The Challenge of Communication

PROFESSIONAL MEETINGS ATTENDED BY FOREIGN LANGUAGE TEACHERS (1994-96)

Conference	Number of Teachers Attending	Place	Date
Iowa Foreign Language Association	9	Des Moines, IA	October, 1994
School Improvement Team	1	Scottsdale, AZ	February, 1995
Central States Conference on the Teaching of Foreign Languages	11	Denver, CO	March, 1995
American Association of Teachers of Foreign Language	1	San Antonio, TX	July, 1995
Chinese Educators Computing Workshop	1	University of Minnesota	August, 1995
Iowa Foreign Language Association	15	Des Moines, IA	October, 1995
German Workshop	1	Eden Prairie, MN	February, 1996
School Improvement Team Conference: Teaching in the 21st Century	1	Scottsdale, AZ	February, 1996

PRODUCT EVALUATION

Analysis of District French and Spanish Test Results

French

The French I Objectives-Based Test is a 50-item multiple choice test to measure student mastery of the district's French I curriculum. Here is a summary of the results:

Average Percent Correct

	1988	1989	1990	1991	1992	1993	1994	1995
Middle Schools	67	66	58	63	62	71	69	70
High Schools	75	69	73	67	66	68	72	74

70% Standard*

	1992	1993	1994	1995
French I (MS)	36.8	57.5	46.4	54.5
French I (HS)	47.2	49.8	61.8	70.5

Spanish

The Spanish I Objectives-Based Test is a 50-item multiple choice test to measure student mastery of the district's Spanish I curriculum. Here is a summary of the results:

Average Percent Correct

	1989	1990	1991	1992	1993	1994	1995
Middle Schools	60	60	63	64	62	65	66
High Schools	58	58	62	59	61	67	68

70% Standard*

	1992	1993	1994	1995
Spanish I (MS)	42.6	37.8	46.5	45.6
Spanish I (HS)	25.2	35.0	49.2	53.5

*70% Standard-Percent of students scoring 70% or greater.

(Complete test results are available from the Language Arts Supervisor.)

ADHERENCE TO STANDARDS AND REGULATIONS

The courses and curriculum of the Foreign Language Department meet all standards and regulations.

The Iowa Department of Education, for example, mandates that four units of foreign language be offered at the high school level. Specifically, the state requires ". . . a four-unit sequence of uninterrupted study in at least one language."

The state requires four units; the Des Moines School District offers twenty-nine units. The state requires one four-unit sequence of uninterrupted study in the same language; the Des Moines School District offers six.

Language	Units Offered
Chinese	4
French	5
German	5
Italian	5
Japanese	5
Latin	3
Russian	2
Spanish	5

Student Awards
1994-96

These students, achieving top rankings, were Iowa winners in the National French Contest:

Level 01 A

	School Teacher	Placement (1 = first place)
Amanda Kreyling	(Hoover, Slater)	Rank 6
Jessica Neff	(Hoover, Slater)	Rank 6
Jacob Shannon	(Hoover, Slater)	Rank 6
Josh Dreyer	(Hoover, Slater)	Rank 7
Amecah Stewart	(Hoover, Slater)	Rank 7
Phillip Cavan	(Hoover, Slater)	Rank 8

Level 2A

Arndt Husar	(Roosevelt, Caster)	Rank 3
Courtney Martin	(Lincoln, Van Tuyl)	Rank 5

Level 3A

Jon Craven*	(Roosevelt, Thelen)	Rank 1
Jona Rushing	(Lincoln, Van Tuyl)	Rank 6

*Jon Craven achieved 10th place in the nation.

Level 4A

Cornelia Seglias	(Roosevelt, Caster)	Rank 2
Brian Wyckoff	(Lincoln, Van Tuyl)	Rank 3
Susan Miller	(Lincoln, Van Tuyl)	Rank 6
Jamil Ali	(Lincoln, Van Tuyl)	Rank 7
Loan Pham	(Hoover, Slater)	Rank 8

Level 5A

Jason Werth	(Lincoln, Van Tuyl)	Rank 3
Joe McConville	(Lincoln, Van Tuyl)	Rank 6
Carrie Jennings	(Lincoln, Van Tuyl)	Rank 7

These foreign language students received scholarships or special appointments:

Jessica Lyon (Hoover, Slater) received a French foreign language scholarship from Central College, Pella, for 1995-96.

Jed Madsen (Central Campus, Damon) attended Phillips Academy to study Chinese, 1994.

Jeff Lamb (Central Campus Chinese) studied Chinese for one year, 1994, abroad with a scholarship.

Ben Clark (Central Campus, Damon) was selected for the Air Force Academy Taiwan Study, Chinese, in 1996.

Kelly Lovan (Central Campus, Damon) received a $12,000 scholarship for the 1995 fall semester to study Chinese at Phillips Academy.

Student Awards
1994-96

Seth Rosendahl (Central Campus, Murphy) received the 1995 Superintendent's Award for Japanese.

Lori Green (Central Campus, Glandorf) received an Intercultural Student Experience $100 scholarship for a spring 1996 German trip.

Danielle Taha (Central Campus, Glandorf) was chosen for a Youth for Understanding trip to Germany in 1995.

Heather Martinau (Central Campus, Glandorf) received a Youth Fellowship trip to Germany in 1996.

These students were winners in the Drake University 1994 Spanish Quiz Bowl:

Wade Phau	(East, Severino)
Jeri Riley	(East, Severino)
Tim Sams	(East, Severino)
Stephanie Atkinson	(East, Severino)
Jennifer Campbell	(East, Severino)
Angela Williams	(East, Severino)

TEACHER AWARDS AND RECOGNITION
1994-96

Mary Slater, Hoover/Meredith French, received the ACTFL oral proficiency rating of "Advanced-High" in 1994.

High School Senior Survey 1995

The 1995 graduates, who completed the Senior Survey before graduation, indicated the following about foreign language curriculum and instruction.

		(Avg. Score)
1.	Appropriate classes provide information about careers.	2.8
2.	Classes provide a variety of meaningful learning activities.	2.3
3.	Classes use materials that treat students equally regardless of race and sex.	1.9
4.	Classes provide for different abilities of students.	2.5
5.	Classes provide preparation for further study or training.	2.3
6.	Students receive frequent, timely feedback of their progress.	2.5
7.	Class sizes are too large.	3.4

Item 3 received a very positive response. All of the other items also received positive responses.

Scale:

1 = Strongly agree
2 = Agree
3 = Neither agree or disagree
4 = Disagree
5 = Strongly Disagree

Observations of the Supervisor of Language Arts

1. During the 1994-95 school year, the language arts supervisor made 184 visits to the middle and high schools.

2. During this 1995-96 school year, the language arts supervisor has made 159 visits (5/3/96) to the middle schools, high schools, and Edmunds.

3. Excellent direct teaching is frequently observed; in addition, increasing emphasis and practice on conversation is also observed. Frequently, this speaking emphasis is being directed by TPR-Total Physical Response. An increasing number of foreign language teachers are using technology (computers and a viewing system) to enhance foreign language instruction.

4. A class of orderly, motivated students being guided in their foreign language growth by a quality teacher focusing on teaching for learning is the most frequent observation.

5. Various teaching styles and methods permeate the foreign language classroom. Two master foreign language teachers may have two totally different teaching styles.

6. The quality foreign language teacher is becoming increasingly difficult to locate and hire because of the increased demand for foreign language teachers caused by the growing foreign language enrollment nationally.

7. The quality teacher is irreplaceable.

FOREIGN LANGUAGE: STRENGTHS AND WEAKNESSES

The most dominant strengths of foreign language are these six: a quality, dedicated, professional staff of teachers; excellent, current instructional materials; strong support from all levels of administration; current curriculum guides and objectives; growing national recognition of the importance of foreign language; and the continuing foreign language enrollment increase.

The most obvious weaknesses are these three: some classes are too large, the large number of students seen daily by some teachers, and the lack of computers for teachers and students.

THE FUTURE

PLANS FOR THE FUTURE

1. High quality cassette players and VCRs are needed by foreign language teachers to enrich the oral practice and cultural heritage.

2. Computers are increasingly needed as additional educational foreign language ancillary materials become available.

3. In the fall of 1997, new French I and II materials will be introduced.

4. In order to more accurately measure the curriculum taught, the French I Objectives-Based Test will be revised in June, 1997. For the first time, a listening component will be added to an objectives-based test.

FUTURE NEEDS

1. Every foreign language classroom should have a quality cassette player. (Cost $975). ($195 x 5 classrooms)

2. Every foreign language classroom should have a TV and a VCR. (Cost $7,579). ($583 x 13 classrooms)

3. Every foreign language classroom should have one computer station. (Cost $65,000). ($5000 x 13 classrooms)

FUTURE GOALS

1. By 2001, all foreign language teachers will have computer workstations.

2. By 2000, the French and Spanish district tests will both have a listening component.

3. By 2001, the district will deliver foreign language instruction to at least five other districts through the fiber optic system.

OBSERVATIONS ON THE FUTURE

1. The future demands that foreign languages be well taught. Therefore, we must hire exemplary foreign language teachers. The teacher will continue to be the key to excellence in foreign language.

2. Foreign language teachers realize that computers, CD ROMs, and perhaps, holographic projectors are teaching tools of the future. The current generation may well be the last to use textbooks as educational tools.

3. Viewing has joined listening, speaking, reading, and writing as one of the language arts. As the technology revolution warps us into the future, viewing will become increasingly critical. This further emphasizes the need to buy additional technology for students and teachers to use.

4. John Naisbitt and Patricia Aburdene believe that one of the major influences in the world during this decade will be the continuing emergence of the Pacific Rim as an economic force. This will increase the emphasis on, and demand for, Asian languages, especially Chinese and Japanese. (Megatrends 2000)

5. Marvin Cetron and Margaret Gayle in Educational Renaissance (1991) forecast that foreign languages, particularly French, German, Spanish, Russian, and Japanese, will be a requirement for all students entering college programs because of the focus on thinking globally.

6. A ten-language electronic translator, pocket-calculator size, can now be purchased for less than $50.00. This translator has over 1400 phrases per language organized into common categories like shopping, eating, and travel. This electronic translator is the equivalent of 45 phrase books. The impact, popularity, and educational value of this translator should be closely monitored.

VISION 2005 AND BEYOND

Vision 2005 is a long-range plan, a vision, of what will be needed in building improvements and technology labs to best meet the needs of Des Moines School District students in 2005 and beyond.

1. The information explosion we are now experiencing will escalate to an overload degree by 2005, making incredible amounts of information available worldwide with mind-boggling efficiency.
2. Even more important than it is today will be how to evaluate information and its sources, rather than how to find it and know it.
3. The cost of computing power and of computing memory will continue to fall dramatically.
4. All of these factors will change the nature of teaching, making the physical layout of the classroom less relevant than ever before. Teachers will become more facilitators of learning rather than fonts of knowledge.

The major components of the language arts classroom:

1. Telecommunication skills will be required for all education professionals in the 21st Century. The classrooms should have multiple workstations networked with major databases and worldwide information services. A major objective will be to teach students how to access and evaluate the multitude of sources of available information. Libraries as we know them today will be obsolete. Hard copies of books, magazines, and other references materials will become increasingly less common. Increased use of fiber optic transmission lines will make on-line computer use startlingly cost effective.

2. We will not be using textbooks in 2005. Or if we do, they will be teacher-created. That is, teachers will choose from among a subject-matter smorgasbord offering on some computer medium sold by publishers.

3. Year round schools are a distinct possibility if air conditioning is funded, but computer technology will make the physical nature of our classrooms increasingly less relevant.

4. The classroom of 2005 ought to be equipped with fiber-optic lines to make advanced telecommunications technologies possible.

Vision 2005 and beyond will be the world of Virtual Reality, holographic projectors, voice activated computers, and fourth dimensional learning systems.

Vision 2005 will open doors, improve neighborhoods, rebuild schools, and touch the lives of students. Vision 2005 is the future.

APPENDIX A

- Foreign Language Enrollments.

FOREIGN LANGUAGE ENROLLMENTS (MIDDLE SCHOOL)

	9/86	1/87	9/87	1/88	9/88	1/89	9/89	9/90	9/91	9/92	9/93	9/94	9/95
BRODY													
French I	48	47	51	39	42	38	61	54	54	21	16	33	45
Spanish I	45	45	40	37	54	48	38	55	43	44	44	51	48
Gr. 8%					52%		45%	50%	46%	27%	26%	37%	38%
CALLANAN													
French I	57	62	31	34	47	34	37	30	30	28	26	14	18
Spanish I (6th)								28	28	19			
Spanish I (7th)									23	24	13		
Spanish I (8th)			54	50	54	44	52	47	59	27	15	19	46
Spanish II										23	21	9	
Gr. 8%					47%		47%	36%	40%	34%	32%	19%	26%
GOODRELL													
Spanish I	88	84	85	83	88	86	63	55	63	52	43	35	44
Gr. 8%					35%		27%	25%	25%	21%	18%	17%	21%
HARDING													
French I	15	15	20	20	14	13	38	26	19				
Spanish										20	25	27	90
Gr. 8%					6%		14%	11%	7%	8%	10%	10%	32%
HIATT													
French I					21	20	11	16	9	11	15	10	16
Spanish I					40	37	20	20	28	31	26	32	31
Gr. 8%					39%		19%	22%	28%	30%	25%	28%	26%
HOYT													
French I	21	13	15	12									
Spanish I							23	33	61	45	50	58	22
Gr. 8%							12%	18%	32%	25%	22%	24%	12%
McCOMBS													
French I	18	17			33	31	45	28	44	41	50	32	30
Gr. 8%					18%		23%	15%	20%	22%	22%	18%	17%

FOREIGN LANGUAGE ENROLLMENTS (MIDDLE SCHOOL)

	9/86	1/87	9/87	1/88	9/88	1/89	9/89	9/90	9/91	9/92	9/93	9/94	9/95
MEREDITH													
French I	29	23	23	22	29	28	11	40	29	50	43	43	45
Spanish I	88	83	58	54	70	66	55	59	77	85	51	62	48
Gr. 8%					48%		33%	40%	45%	60%	41%	42%	36%
MERRILL													
French I	46	41	48	48	47	41	73	23	60	40			14
Spanish I								82	56	62	101	59	41
Gr. 8%					28%		42%	63%	63%	61%	50%	30%	31%
WEEKS													
French I	20	14	23	17	7	4	12	11	24	15	15	13	20
Spanish I	27	25	32	22	19	14	32	22	34	60	84	54	69
Gr. 8%					12%		24%	16%	25%	32%	42%	29%	37%
CITY TOTALS													
French I	254	232	211	192	240	209	288	(8th) 228	263	206	165	145	188
Spanish I	248	237	269	246	325	295	283	(8th) 373	421	449	473	397	439
TOTAL	502	469	480	438	565	504	571	(8th) 601	684	655	638	542	627
Gr. 8%	26%		26%		28%		28%	29%	32%	31%	29%	25%	28%
													(10/13/95)

FOREIGN LANGUAGE ENROLLMENTS (HIGH SCHOOL)

	9/86	1/87	9/87	1/88	9/88	1/89	9/89	9/90	9/91	9/92	9/93	9/94	9/95
EAST													
French I	91	68	123	89	84	58	63	50	53	53	45	52	52
French II	48	40	49	39	66	60	47	43	45	42	59	38	42
French III			19	17	15	16	14	11	(III-IV) 17	(III-IV) 12	(III-IV) 19	(III, IV, V) 40	16
French IV	25	19	12	6	9	8	(IV-V) 8	7					5
French V	0	0	0	0	0	0							
TOTAL	164	127	203	151	176	142	132	111	115	107	123	130	115
%					9%		7%	6%	7%	6%	7%	7%	6%
Spanish I	92	67	99	75	179	139	187	150	201	209	196	186	223
Spanish II	59	49	86	69	88	85	136	127	142	151	173	163	179
Spanish III	16	14	31	(III-IV) 15	18	(III-IV) 17	21	(III-IV) 26	40	56	62	60	64
Spanish IV	0	0					4		11	(IV-V) 13	(III-IV) 23	(IV, V) 23	(IV, V) 31
Spanish V	0	0	0	0	0	0		0					
TOTAL	167	130	216	159	285	241	348	303	394	429	454	434	497
%					14%		18%	17%	22%	25%	26%	24%	27%
HOOVER													
French I	13	14	28	26	29	25	21	15	28	29	33	27	26
French II	26	23	25	20	28	24	29	22	48	41	53	50	39
French III	11	11	12	(III-IV) 13	11	(III-IV) 18	(III-IV) 11	(III-IV) 17	15	28	17	28	16
French IV	8	6	4		7						(IV-V) 15	10	10
French V	0	0	0	0	2							1	
TOTAL	58	54	69	59	77	67	61	54	91	98	118	116	91
%					9%		6%	6%	10%	10%	11%	11%	8%
Spanish I	58	53	78	69	68	61	80	95	127	92	110	133	156
Spanish II	88	77	105	99	91	77	87	85	97	134	104	106	109
Spanish III	61	54	78	45	54	44	(III-IV) 20	32	54	57	60	38	59
Spanish IV	23	23	15	14	22	18	21	24	(IV-V) 23	34	17	37	25
Spanish V	0	0	13	12	4	3		2					
TOTAL	230	207	259	239	239	203	208	238	301	317	291	314	349
%					23%		21%	26%	33%	32%	28%	29%	31%
LINCOLN													
French I	114	81	103	94	124	102	93	80	96	88	60	83	59
French II	76	68	89	77	97	87	107	113	79	117	106	85	88
French III	39	34	35	28	33	29	30	38	31	41	42	34	37
French IV	25	20	19	13	(IV-V) 19	(IV-V) 13	17	14	(IV-V) 25	(IV-V) 20	(IV-V) 20	(IV-V) 30	13
French V	0	0	10	7									10
TOTAL	254	203	256	219	273	231	247	245	231	266	228	232	207
%					12%		12%	12%	12%	13%	11%	11%	10%
Latin I	25	18	23	17	28	22	30	34	31	27	38	34	42
Latin II	21												(II, III) 9
Latin III		26	27	(II-III) 17	(II-III) 19	(II-III) 19	(II-III) 19	(II-III) 17	(II, III, IV) 20	(II, III, IV) 17	(II, III, IV) 11	(II, III, IV) 11	
Latin IV	7		0										
TOTAL	53	44	50	34	47	41	49	51	51	44	49	45	51
%					2%		2%	3%	3%	2%	2%	2%	3%

FOREIGN LANGUAGE ENROLLMENTS (HIGH SCHOOL)

	9/86	1/87	9/87	1/88	9/88	1/89	9/89	9/90	9/91	9/92	9/93	9/94	9/95
LINCOLN													
Spanish I	187	139	152	115	212	180	175	164	236	243	238	312	276
Spanish II	77	77	117	107	107	91	127	117	113	145	166	185	215
Spanish III	22	12	17	22	48	(III-IV) 42	(III-IV) 43	(III) 33	33	26	38	33	75
Spanish IV	15	15	16	8	4			12	(IV, V) 13	(IV, V) 11	(IV, V) 18	13	13
Spanish V	0	0	0	0	0			0					4
TOTAL	301	243	302	252	371	313	345	326	395	425	460	543	583
%					16%		17%	17%	20%	21%	23%	26%	29%
NORTH													
French I	27	23	32	18	29	25	23	31	37	47	42	50	46
French II	9	8	20	13	18	18	26	25	18	20	22	22	38
French III													12
French IV	12	10	14	(III-IV) 12	(III-IV) 9	(III-IV) 9	(III-IV) 10	(III-IV) 15	(III-IV) 19	(III-IV) 8		(III, IV) 2	
French V	0	0	0	0	0								
TOTAL	48	41	66	43	56	52	59	71	74	75	64	74	96
%							7%	7%	7%	6%	6%	6%	8%
Latin I							2	5	3	6	8	2	4
Latin II									3	3		1	
TOTAL							2	5	6	9	8	3	4
%									1%	1%	1%	.15%	.34%
Spanish I	32	21	50	42	77	71	86	75	154	196	102	114	163
Spanish II	11	11	13	13	22	23	68	59	65	101	126	108	100
Spanish III	9	10							40	36	39	67	53
Spanish IV			13	(III-IV) 12	(III-IV) 13	(III-IV) 12	(III-IV) 16	(III-IV) 28	19	20	12	11	38
Spanish V	0	0	0	0	0			0					
TOTAL	52	42	76	67	112	106	170	162	278	353	279	300	354
%					13%		20%	17%	26%	31%	25%	26%	30%
ROOSEVELT													
Chinese I								20	21	50	63	CENTRAL	CENTRAL
Chinese II									18	16	29		
Chinese III										16	9	CAMPUS	CAMPUS
Chinese IV											15		
TOTAL								20	39	82	116		
%									3%	5.8%	8%		
French I	65	56	43	33	46	44	41	33	52	48	50	68	86
French II	104	89	94	84	77	70	82	78	61	79	82	57	44
French III	106	93	69	70	57	51	42	49	50	31	50	39	41
French IV	47	39	43	39	41	39	27	25	36	32	19	40	17
French V	27	19	11	10	16	13	9	6		11			
TOTAL	349	296	260	236	237	217	201	191	199	201	201	204	188
%					17%		15%	15%	15%	14%	14%	14%	12%
Japanese I							5	8		10	14	9	
Japanese II												9	
TOTAL												18	
%										1%	1%	1%	

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FOREIGN LANGUAGE ENROLLMENTS (HIGH SCHOOL)

	9/86	1/87	9/87	1/88	9/88	1/89	9/89	9/90	9/91	9/92	9/93	9/94	9/95
ROOSEVELT													
Latin I	25	22			10	6	8	10	10	9	14	9	16
Latin II					0		7	8	5	4	3	(II, III) 5	2
Latin III	12	22			0								
Latin IV					0								
TOTAL	37	44	0	(LINCOLN) 4	10	6	15	18	15	13	17	14	18
%					1%		1%	1%	1%	1%	1%	1%	1%
Spanish I	137	124	157	138	150	140	158	156	187	144	147	187	217
Spanish II	78	67	95	85	124	77	132	122	165	182	148	148	155
Spanish III	41	40	45	41	(III-IV) 51	(III-IV) 47	56	66	77	99	128	85	95
Spanish IV			16					11	21	17	31	60	42
Spanish V	18	17		(IV-V) 13			(IV-V) 16						9
TOTAL	274	248	313	277	325	264	362	355	450	442	454	480	518
%					24%		28%	28%	34%	31%	32%	32%	33%
CENTRAL CAMPUS*													
Chinese I & II												*40	*36
Chinese II, III, IV, V												*68	*32
TOTAL												108	68
%												1.42%	.88%
German I & II	20	18	26	20	36	28	25	33	*54	*90	*72	*68	*68
German III & IV	8	6	9	8	13	12	16	(III, IV, V) 15	(III, IV, V) *10	*34	*40	*46	*42
German V	1	1	1		0	0	13						
TOTAL	29	25	36	28	49	40	54	48	64	124	112	114	110
%									0.91%	1.70%	1.52%	1.5%	
Italian I & II	13	12	15	16	44	37	42	42	*116	*90	*90	*98	*70
Italian III & IV	5	5	9	6	6	5	8	(III, IV, V) 16	(III, IV, V) *18	*38	*42	*36	*26
Italian V													*22
TOTAL	18	17	24	22	50	42	50	58	134	128	132	134	118
%									1.9%	1.76%	1.79%	1.77%	1.43%
Japanese I					5	5	18						
Japanese I & II	29	17	20	17	22	19	30	49	*78	*58	*70	*84	*74
Japanese III & IV	14	5	11	8	12	11	12	(III, IV, V) 17	(III, IV, V) *60	*60	*38	*42	*62
Japanese V							5						
TOTAL	43	22	31	25	39	35	65	66	138	118	108	126	136
%									1.9%	1.62%	1.47%	1.66%	1.77%
Russian I & II	9		15	16	16	15	23	19	*32	*30	(I-V) *28		
Russian III & IV	4	10	4		4	4	7	(III, IV, V) 9	*22	*20			
TOTAL	13	10	19	16	20	19	30	28	54	50	28		*34
%									0.77%	0.69%	.38%		.44%
CITY TOTALS 9-12													
Chinese I								20	21	50	63	CENTRAL	CENTRAL
Chinese II									18	16	29		
Chinese III										16	9	CAMPUS	CAMPUS
Chinese IV											15		
TOTAL								20	39	82	116		
%									0.56%	1.12%	1.57%		

FOREIGN LANGUAGE ENROLLMENTS (HIGH SCHOOL)

	9/86	1/87	9/87	1/88	9/88	1/89	9/89	9/90	9/91	9/92	9/93	9/94	9/95
CITY TOTALS 9-12													
French I	310	242	329	260	314	254	241	209	266	265	230	280	269
French II	263	228	277	233	286	259	291	281	251	299	322	252	251
French III	193	167	149	140	125	123	107	130	132	120	128	143	122
French IV	80	65	78	58	76	60	52	39	61	52	54	80	45
French V	27	19	21	17	18	13	9	6		11		1	10
TOTAL	873	721	854	708	819	709	700	665	710	747	734	756	697
%						11%	9%	10%	10%	10%	10%	10%	9%
Latin I	50	40	23	17	38	28	40	49	44	42	60	45	62
Latin II	21		27						8	7	(II, III, IV) 14	(II, III, IV) 17	(II, III) 11
Latin III	19	48		(II-III) 17	(II-III) 19	(II-III) 19	26	(II-III) 25	(II, III, IV) 20	(II, III, IV) 17			
Latin IV	0		0	0	0								
TOTAL	90	88	50	34	57	47	66	74	72	66	74	62	73
%					1%		1%	1%	1%	1%	1%	1%	1%
Spanish I	506	404	536	439	686	591	686	640	905	884	793	932	1035
Spanish II	313	281	416	373	432	353	550	510	582	713	717	712	758
Spanish III	149	130	154	135	184	162	156	185	244	274	327	283	346
Spanish IV	38	38	47	35	26	18	41	47	(IV, V) 87	(IV, V) 95	(IV, V) 101	144	149
Spanish V	18	17	13	12	4	3		2					13
TOTAL	1024	870	1166	994	1332	1127	1433	1384	1818	1966	1938	2071	2301
%					18%		19%	20%	26%	27%	26%	27%	30%
CITY TOTAL					2366	2019	2398	2343	3029	3281	3256	3389	3537
%					31%		34%	34%	43%	45%	44%	45%	46%
													10/24/95

- Foreign language classes at Central Campus are two-period blocks; that is German I and II is one 2-period class. Students can complete two years of a language in one year by completing this one class. The actual number of students in German I & II is 34, but that 34 is doubled to 68 to show the equivalency with the other schools. Thus, the Chinese, German, Italian, Japanese, and Russian enrollments are all doubled.

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MIDDLE SCHOOL TOTALS
GRADE 8

	Fall 1985	Fall 1986	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995
French I	336	254	211	240	288	228	263	206	165	145	188
Spanish I	204	248	269	325	283	373	421	449	473	397	439
TOTAL	540	502	480	565	571	601	684	655	638	542	627
GR. 8%	25%	26%	26%	28%	28%	29%	31.90%	31%	29%	25%	28%

HIGH SCHOOL TOTALS
GRADES 9-12

	Fall 1985	Fall 1986	Fall 1987	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995
Chinese						20	39	82	116	*108	*68
French	842	873	854	819	700	665	710	747	734	756	697
German	42	29	36	49	54	48	*64	*124	*112	*114	*110
Italian	17	18	24	50	50	58	*134	*128	*132	*134	*118
Japanese	23	43	31	39	65	66	*138	*118	*122	*126	*136
Latin	135	90	50	57	66	74	72	66	74	62	73
Russian	6	13	19	20	30	28	*54	*50	*28		*34
Spanish	926	1024	1166	1332	1433	1384	1818	1966	1938	2071	2301
TOTAL	1991	2090	2180	2366	2398	2343	3029	3281	3256	3389	3537
%	22%	24%	27%	31%	34%	34%	43.20%	45%	44%	45%	46%
											10/26/95

* Foreign language classes at Central Campus are two-period blocks; that is German I and II is one 2-period class. Students can complete two years of a language in one year by completing this one class. The actual number of students in German is 55, but that 55 is doubled to 110 to show the equivalency with the other schools. Thus, the Chinese, German, Italian, Japanese, and Russian enrollments are all doubled.

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ENROLLMENT NUMBERS IN FOREIGN LANGUAGE IN THE DES MOINES PUBLIC SCHOOLS

	1959*	1968	1969	1973	1977	1978	1979	1980	1981	1982	1983	1984	1985**	1986**	1987**	1988**	1989**	1990**	1991**	1992**	1993**	1994**	1995**
CHINESE																		20	39	82	116	***108	***68
FRENCH	431	1467	1232	803	774	706	821	890	887	910	1063	1301	1178	1127	1065	1059	988	893	973	953	899	901	885
GERMAN	71	359	346	243	153	130	179	169	19	0	33	38	42	29	36	49	54	48	***64	***124	***112	***114	***110
ITALIAN													17	18	24	50	50	58	***134	***128	***132	***134	***118
JAPANESE												14	23	43	31	39	65	66	***138	***118	***122	***144	***136
LATIN	802	473	434	225	70	39	34	62	39	76	127	116	135	90	50	57	66	74	72	66	74	62	73
RUSSIAN	0	96	82	50	0	0	10	0	0	0	13	7	6	13	19	20	30	28	***54	***50	***28		***34
SPANISH	883	1477	1557	1479	1230	1084	1117	1042	1188	1184	1010	1309	1130	1272	1435	1657	1716	1757	2239	2415	2411	2468	2740
TOTAL	2187	3872	3655	2800	2227	1959	2161	2163	2133	2170	2246	2785	2531	2592	2660	2931	2969	2944	3713	3936	3894	3931	4164
% of Enrollment	33%	20%	19%	15%	12%	12%	14%	15%	15%	15%	13%	17%	23%	24%	27%	31%	32%	33%	40.6%	41.7%	40.6%	40.2%	42%
																							10/27/95

* 1959 enrollments represent grades 10-12 only. The years 1968 to 1984 represent grades 7-12.
** 1985-1995 enrollments represent grades 8-12.

*** Foreign language classes at Central Campus are two-period blocks; that is German I and German II is one 2-period class. Students can complete two years of a language in one year by completing this one class. The actual number of students in German is 55, but that is doubled to 110 to show the equivalency with the other schools. Thus, the Chinese, German, Italian, Japanese, and Russian enrollments are all doubled.

APPENDIX B

- Foreign Language Technology Inventory.

FOREIGN LANGUAGE TECHNOLOGY INVENTORY

School	Name	Computer Brand	Printer		LCD		Television		VCR		Tape Player		Laser Disc	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Central Campus	Randy Damon	Mac Quadra 650	X			X	X		X			X		
Central Campus	Kim Glandorf	Apple II GS		X		X	X		X		X			
Central Campus	Larry Hansbrough	Mac Classic II		X		X		X		X		X		
Central Campus	Giovanni Leo	Mac Classic	X			X		X		X		X		
Central Campus	Sachiko Murphy	(NONE)		X		X	X		X		X			
East	Kathy Hansen	Power Mac 6100	X			X	X		X		X			
East	Dolores Keith	(NONE)		X		X	X			X	X			
East	Susan Lorence	(NONE)		X		X	X		X		X			
East	Marilyn Miller	(NONE)		X		X		X		X		X		
East	Margaret Severino	Mac Classic II	X			X	X		X		X			
Hoover	Beth Eilers	(NONE)		X		X	X		X		X			
Hoover	Gerald Hollingsworth	Power Mac 6100	X		X	X	X		X		X			
Hoover	Mary Slater	Mac LC	X		X		X		X		X			
Hoover	Dana Wester	(NONE)		X		X	X		X		X			
Lincoln	Sue Angell	Apple IIe	X			X		X		X		X		
Lincoln	Dick Aycock	(NONE)		X		X		X		X	X			
Lincoln	Sandra Cook	(NONE)		X		X		X		X	X			
Lincoln	Caroline Cowles	Power Mac	X			X	X		X		X			
Lincoln	Vince DeAngelis	(NONE)		X		X		X		X	X			
Lincoln	Marilyn Groth	(NONE)		X		X	X		X			X		
Lincoln	Eunice Van Tuyl	Mac Quadra 660	X		X			X		X	X			
North	Brian Hayenga	Mac LC 580	X			X	X		X		X			
North	Dawn Marsh	Mac Classic II	X		X			X		X	X			
North	Linda Rodriguez	Power Mac 6100	X			X	X		X		X			
North	Jennifer Weir-Schultes	(NONE)		X		X		X		X	X			
Roosevelt	Kim Caster	Mac 6600 AV	X			X	X			X		X	X	
Roosevelt	Nina Diaz-Peterson	Power Mac 6100	X			X	X		X		X			
Roosevelt	Gary Thelen	Macintosh SE	X			X	X		X		X			
Roosevelt	Bob White	(NONE)		X		X	X		X		X			
Roosevelt	Kris Yencer	Power Mac 6100	X			X	X		X		X			

FOREIGN LANGUAGE TECHNOLOGY INVENTORY

School	Name	Computer Brand	Printer		LCD		Television		VCR		Tape Player		Laser Disc	
			Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Brody	Aimee Grensteiner	(NONE)		X		X		X		X	X			
Callanan	Terri Zorns	Mac Classic II		X		X	X			X	X			
Goodrell	Melissa Davidson	Mac Classic II	X			X	X		X		X			
Harding	Staja Schreck	(NONE)		X		X	X		X		X			
Hiatt	Jennifer Weir-Schultes	Apple IIe		X		X		X		X	X			
Hoyt	Carla Baker	IBM-6571K4F	X			X	X		X			X		
McCombs	Jan Stalter	(NONE)		X		X		X		X	X			
Meredith	Mary Slater	Mac LC	X		X		X		X		X			
Meredith	Dana Wester	(NONE)		X		X	X		X		X			
Merrill	Pam Holub	Mac Classic	X			X		X		X	X			
Merrill	Heather Watkins	Mac Classic	X			X		X		X	X			
Weeks	Linn Morris	Mac LC III	X			X	X		X		X			
Edmunds	Maria Perez-Ortega	(NONE)		X		X		X		X	X			

(05/06/96)